

School inspection report

13 to 15 January 2026

Edgbaston High School for Girls

Westbourne Road

Edgbaston

Birmingham

B15 3TS

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders work closely and constructively with governors to ensure that school policies are detailed, reviewed appropriately and implemented effectively. They consult with staff, pupils and parents, taking well-considered actions in response to the views shared. The school's provision continues to develop pupils' knowledge and skills and to meet their individual needs. Leaders ensure that the Standards are met consistently.
2. Pupils' wellbeing is promoted thoroughly by leaders and teachers. The school is a diverse and inclusive community where pupils feel valued and supported. Staff know pupils well and support their individual ambitions and interests effectively. Consequently, pupils approach their education with self-esteem and confidence.
3. Pupils benefit from a broad and stimulating curriculum. Staff demonstrate secure subject knowledge. They plan lessons carefully, providing pupils with individual guidance and effective support. Pupils demonstrate responsible and diligent attitudes towards their work and make consistently good progress.
4. The school provides pupils with a comprehensive and well-planned programme of extra-curricular clubs, activities and societies. This programme helps pupils to form new friendships, to develop leadership skills and to acquire new knowledge and interests.
5. Leaders have high behavioural expectations for pupils. They implement a range of strategies to promote and reinforce positive standards of behaviour. Pupils develop a secure understanding of tolerance, inclusion and respect. When pupils' behaviour falls below the school's expectations, leaders take effective actions, helping pupils to learn from their mistakes. Throughout the school, pupils behave in a kind and supportive manner.
6. Leaders in the early years create a nurturing, creative and stimulating environment. Staff plan lessons and activities thoughtfully so that children's individual needs are supported well. Children enjoy their education, learning to be independent and articulate, and to demonstrate perseverance. They are prepared effectively for Year 1.
7. The school provides senior pupils with a coherent and well-planned careers programme. This gives them appropriate guidance, as well as information about work and further education opportunities. However, the careers programme for pupils in Years 7 and 8 is not as thorough. This means that they do not, at this stage, receive a sufficiently broad understanding about future career pathways.
8. Leaders provide pupils with a broad range of opportunities to hold positions of responsibility and to serve others. Pupils develop a secure understanding of social responsibility and raise funds to support local charities. They are encouraged to enhance their leadership skills in roles such as prefects, monitors, mentors and house captains.
9. Leaders and staff promote a robust approach to safeguarding. Staff receive regular and effective safeguarding training. They are confident to respond to any safeguarding concerns. The school's safer recruitment procedures are thorough.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure that pupils in Years 7 and 8 engage in wider opportunities to learn about possible career pathways, so they can make well-informed choices for the future.

Section 1: Leadership and management, and governance

10. Governors provide thorough scrutiny, challenge and support in their oversight of the school's policies and procedures. Leaders share information and meet with governors regularly so that strategic and operational decisions are evaluated precisely. Governors systematically oversee the school's work. Consequently, they assure themselves that leaders have the experience, knowledge and skills to implement policies effectively so that the Standards are met consistently.
11. Leaders and staff promote pupils' wellbeing appropriately and in line with the school's aims and values. The school is a diverse community. Pupils are respectful of individual differences and kind to each other. Their conduct reflects these attributes in daily school life and across a range of well-planned opportunities. Leaders support pupils' aspirations, helping them to develop academically and personally. Consequently, pupils are resilient, embrace challenge and approach their education with confidence.
12. Leaders consult constructively with staff, parents and pupils to review and continue to improve the school's provision. They take appropriate actions in response to the views shared. Following discussions with pupils, for example, leaders have changed the timings of mock GCSE and A-level examinations to support pupils' revision and examination preparation. Leaders and staff have also consulted carefully about the school's extra-curricular programme and introduced an enhanced programme of activities. As a result of such measures, the school's provision continues to develop and to broaden pupils' skills and understanding.
13. Experienced and knowledgeable leaders in the early years promote children's wellbeing effectively. They plan a stimulating programme of lessons and activities, motivating children to learn and develop their knowledge and skills. Leaders consult with staff and parents regularly so that children's individual interests and needs are understood and supported consistently. Children thrive, making good progress as they build self-esteem and confidence.
14. The school's complaints policy is clearly written and includes appropriate timescales, alongside a suitable three-stage complaints procedure. Leaders respond to informal concerns in a timely manner. They manage any formal complaints in line with the policy, keeping full records of any meetings, actions and resolutions.
15. Leaders maintain a clear and informative website that provides parents with a range of policies, procedures and information. The website includes a 'latest news' section, which is updated regularly, giving parents information about recent and forthcoming events. Parents receive comprehensive written reports and attend parents' evenings. They are suitably informed about their child's progress. The school consults appropriately with the local authority about financial arrangements relating to pupils who have an education, health and care plan (EHC plan).
16. Leaders work closely with local safeguarding partners and with a range of external agencies. They use the expertise shared to inform school policies and practices so that the school's provision continues to support pupils effectively. For instance, following specialist advice, leaders in the early years provide enhanced opportunities for children to learn in the outdoor environment. A visiting external organisation works with older pupils to support their understanding of how to be digitally responsible and to promote the importance of forming respectful, supportive relationships. The

school notifies the local authority when pupils join or leave the school at non-standard transition points.

17. Leaders maintain a systematic and effective approach to identifying, mitigating and evaluating any potential risks. They keep a comprehensive audit of detailed risk assessments covering the school's premises and educational trips and visits. Staff receive specific training so that they write and review risk assessments consistently and thoroughly. Leaders identify vulnerable pupils. Effective welfare planning ensures that these pupils' individual needs are met. Governors and senior leaders provide thorough oversight of the school's competent management of risk.
18. Leaders fulfil their responsibilities under the Equality Act 2010. They ensure that the school's provision does not discriminate, teaching pupils to be inclusive and respectful towards those who are different. An equality, diversity and inclusion (EDI) advisor supports the school's work to ensure that all pupils are recognised equally as individuals. Pupils participate in an extra-curricular club that teaches sign language, enabling them to learn how to communicate with deaf people. Leaders implement an appropriate accessibility plan which seeks to make the premises and curriculum accessible for pupils. Pupils who have special educational needs and/or disabilities (SEND) receive effective help through well-considered individual support plans.

The extent to which the school meets Standards relating to leadership and management, and governance

19. **All the relevant Standards are met.**

Section 2: Quality of education, training and recreation

20. Leaders implement a well-planned curriculum which is matched carefully to the needs and abilities of pupils throughout the school. Pupils in the sixth form choose from a broad range of subjects which lead to A-level qualifications. They also undertake the Extended Project Qualification (EPQ) and participate in weekly enrichment activities. Pupils studying for their GCSE examinations choose from a wide range of subjects that include classical civilisation and Latin, as well as food preparation and nutrition. Leaders provide pupils in the prep school with opportunities to learn languages including French, Spanish and German. The curriculum helps pupils to build on prior knowledge and widens their skills and understanding. Across the school, pupils make good progress in their work. Senior pupils achieve well in their GCSE and A-level examinations.
21. Leaders provide thorough oversight of the curriculum through a comprehensive schedule of learning walks, departmental meetings, work scrutiny and shared lesson observations. This means that the content and delivery of the curriculum is carefully monitored so that it evolves and remains suitable for pupils. The curriculum supports the values of respect, equality and inclusion effectively. For instance, in history lessons, pupils draw parallels between women's rights and the Black Power movement in America. In geography, pupils undertake a project on migration, researching the factors that lead people to migrate and settle in the United Kingdom.
22. Teachers demonstrate considerable subject knowledge, which they use to plan and deliver stimulating lessons. They use effective teaching methods, helping pupils to develop skills and to broaden their understanding. In English, for instance, teachers ask focused and challenging questions about stage directions. This helps pupils to understand changing relationships, such as between characters in *Hobson's Choice*. Staff provide regular opportunities for pupils to consolidate their prior learning before deepening and furthering their knowledge. In mathematics, for example, senior pupils revise exponential equations and use their understanding of logarithms to solve problems. In French, teachers use role-play activities and imaginative resources to engage younger pupils, such as when they learn and practise the vocabulary needed when visiting a café. The effective teaching means that pupils enjoy their lessons, work responsibly and make good progress.
23. Teachers provide a range of well-planned opportunities for pupils to demonstrate diligent and ambitious attitudes towards their learning. Pupils in the sixth form use secure study techniques when they plan, write and adapt detailed essays for their EPQ submissions. In religious studies lessons, pupils use digital platforms to research and prepare presentations on challenging topics. These include, for example, exploring different religious and ethical perspectives relating to sex before marriage. Pupils listen and respond courteously to each other during presentations, showing respect for the different viewpoints shared. In art, younger pupils listen carefully to instructions, for example, when using resources imaginatively to create winter scenes using different textures.
24. Academic leaders implement a comprehensive approach to monitoring and tracking pupils' progress. Assessment outcomes are closely analysed so that teachers have a thorough understanding of pupils' individual needs. Leaders respond well to the assessment information collected, which enables them to provide pupils with appropriate ongoing support and challenge. Teachers, for example, offer subject clinics before school and during lunchtimes to pupils who need to consolidate their learning. Teachers routinely provide opportunities for pupils with higher prior attainment to broaden their knowledge, such as by encouraging them to extend their vocabulary in writing tasks. Following formal assessments, teachers consult individually with pupils to help them

to identify the topics they understand securely, as well as the steps they need to take to make further progress.

25. Leaders in the early years support children’s development of communication, language and numeracy skills effectively. Teachers provide children with regular opportunities to hold conversations, ask questions and listen to others. Staff routinely hear children reading at the start of each day. They ask pertinent questions about the stories they read together. Staff plan interactive activities to support children’s understanding of phonic sounds. For example, children use their fingers to trace the outline of an ostrich before practising writing the letter ‘o’. Teachers help children to learn about numbers, such as when they hide toy dinosaurs around the learning environment and encourage them to discuss the number of dinosaurs they find. As a result of well-considered learning activities, children learn to communicate clearly and use language and number confidently.
26. Teachers provide pupils who have SEND with appropriate support. Leaders check pupils’ learning carefully and disseminate information clearly so that pupils access the curriculum effectively in their lessons. Teachers collaborate closely with pupils who have SEND to produce bespoke individual support plans, identifying appropriate teaching strategies matched to pupils’ needs. Staff, for example, provide text on different coloured paper, digital typing platforms and writing frames to support extended writing tasks. This targeted support means that pupils who have SEND make good progress during their time at the school.
27. Pupils who speak English as an additional language (EAL) get the help they need to gain confidence in written and spoken English. These pupils are supported, for example, through receiving subject-specific vocabulary in advance of lessons and word lists to support their writing. Pupils who speak EAL make good progress and learn to use English competently.
28. Leaders implement a comprehensive and stimulating programme of extra-curricular activities, clubs and societies. Staff plan activities carefully to provide pupils with opportunities to learn and to develop new interests, to form new friendships, to build leadership skills and to acquire new knowledge. In dodgeball club, for example, pupils are shown how to improve the accuracy of their throwing. In chess club, pupils collaborate and discuss different strategies for escaping when the king is placed in check. Pupils participate in Mandarin and Arabic clubs, learn new vocabulary and develop confidence in their writing and speaking in different languages. Senior pupils participate in medical society and present their research on a range of issues such as the advantages and disadvantages of amalgam and composite fillings in dentistry. The school provides opportunities for sixth-form pupils to acquire key life skills when they undertake training towards national lifeguard qualifications.

The extent to which the school meets Standards relating to the quality of education, training and recreation

29. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

30. The school promotes pupils' wellbeing, including their physical and mental health, carefully and effectively. Pupils complete wellbeing surveys. These are analysed by senior staff to inform any changes needed so that pupils' individual and emotional needs continue to be nurtured and supported. Pupils participate in mindfulness and yoga activities which teach them reflective and calming strategies. Experienced counsellors provide additional support, if required. The school's pastoral arrangements help pupils to develop resilience and perseverance so that they approach new experiences and challenges with resolve and confidence.
31. Leaders provide pupils with a wide range of well-planned opportunities to develop their spirituality and moral understanding. Children in the early years, for example, attend assemblies which include moral stories that teach them about respecting and treating others with kindness. Pupils in Year 11 design and create prayer mats as part of their GCSE coursework in design and technology lessons. Pupils broaden their knowledge and understanding of religious symbolism when they explore the spiritual association of water in different religious contexts.
32. The personal, social, health and economic education (PSHE) curriculum is planned effectively. Staff consult with pupils about the content of the PSHE programme so that it continues to meet their needs. Pupils benefit from drama activities and discuss scenarios that, for example, support their understanding of how they can promote their own personal safety and health. Staff teach pupils about healthy lifestyles and the importance of sleep, hygiene and balanced nutrition. Pupils are taught, at an age-appropriate level, about the onset of puberty and how their bodies and emotions will change. Older pupils consider topics such as the dangers of drugs and alcohol misuse and positive sexual health.
33. Leaders implement a thorough relationships and sex education (RSE) programme. They consult appropriately with parents before sensitive topics are taught. The RSE curriculum teaches pupils how to form and maintain respectful and supportive relationships. Children in the early years learn about boundaries and respecting the views of others. Junior pupils study a topic about their bodies and the right to make individual choices. Older pupils are taught about current legislation relating to consent and coercion so that they are prepared well for adult life.
34. The well-planned and varied physical education (PE) curriculum promotes pupils' physical and mental health. The school provides individual strength and conditioning programmes for pupils with higher prior sporting attainment. A broader range of appropriate opportunities allows all pupils to participate in sport and physical activities that match their interests and abilities. External coaches use their expertise to help pupils to develop knowledge and skills in a variety of sports such as netball, football, basketball and karate. Pupils in the prep school, including children in the early years, participate in weekly timetabled swimming lessons and learn to swim safely and confidently.
35. Leaders set high behavioural expectations throughout the school. Staff review and implement the behaviour policy consistently effectively. Pupils' positive behaviour is reinforced through a range of appropriate measures. Children in the early years, for example, receive stickers and verbal praise. Pupils in the prep school are awarded 'courtesy counts', which acknowledge acts of kindness towards others. Pupils throughout the school receive house points and a range of certificates. As a result of such measures, pupils understand the school's expectations and behave well.

36. Leaders implement an effective anti-bullying strategy which promotes inclusivity and respect. Younger pupils participate in an annual anti-bullying week. Older pupils attend workshops, learn about positive peer pressure and develop empathetic attitudes towards others. Leaders display anti-bullying posters in classrooms. These remind pupils about different types of bullying and how to respond to any incidents of prejudiced and discriminatory behaviour. Leaders maintain and analyse thorough behaviour and bullying records, taking appropriate and supportive actions in response.
37. Leaders in the early years provide children with a stimulating and varied programme of lessons and activities, which supports their wellbeing and personal development. Children receive structured PE teaching to improve their physical skills. They ride tricycles and balance bikes to develop their balance and co-ordination. Children collaborate and play a range of outdoor musical instruments, promoting their creativity and expression. They participate in art and craft lessons, including using scissors and glue to cut shapes to create patterns. Children respond well to new experiences and approach challenges confidently.
38. Leaders promote a careful and systematic approach to health and safety throughout the school. A suitable number of staff are trained as fire wardens. Fire evacuation routes are clearly marked. Pupils rehearse how to evacuate buildings in the event of an emergency and practise the school's lockdown procedure. Alert and vigilant staff report any health and safety concerns to leaders, who respond quickly. They maintain detailed records of any actions they take. The health and safety committee provides thorough and effective oversight of the school's health and safety procedures. As a result of such measures, the premises and accommodation remain suitably matched to pupils' wellbeing and needs.
39. Leaders implement appropriate supervision procedures so that pupils are looked after well during the school day. Senior staff are visible and approachable when younger pupils arrive at and depart from the school. Staff supervise pupils diligently during breaktimes, providing them with effective support if required. An appropriate number of staff supervise children in the early years.
40. Leaders provide pupils with appropriate first aid and medical facilities. Well-qualified staff manage the administration of first aid and medicines competently. A suitable number of staff hold first aid certificates, including paediatric first aid qualifications for those who work in the early years.
41. The school maintains appropriate admission and attendance registers in accordance with current statutory guidance. The attendance policy is written clearly and implemented consistently. The senior school and prep school attendance champions meet regularly with leaders and staff to continue to promote pupils' high levels of school attendance.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 42. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

43. The school community is diverse, inclusive and respectful. Leaders provide a range of well-planned opportunities that prepare pupils to make a positive contribution to British and global society. Senior pupils organise an annual culture day. Younger pupils learn about each other's heritage through their 'mother tongue' day. Pupils celebrate religious festivals in assemblies and staff arrange educational trips for pupils to visit places of worship representing different religions. Pupils in Year 6 explore the consequences of persecution and inequality when they learn about the Holocaust and World War 2. In English, pupils read books that support their understanding of themes such as personal identity, freedom and racial discrimination. Consequently, pupils are tolerant and kind towards others as they broaden their knowledge and understanding of diverse traditions.
44. Leaders support pupils' understanding of money and business effectively. Children in the early years, for example, exchange real coins when they visit a post office and a shop in their classroom during role-play activities. Pupils in Year 5 learn about interest rates and the Bank of England in their PSHE lessons. Leaders provide pupils in Year 6 with opportunities to develop entrepreneurialism when they design, create, advertise and market products. Older pupils are taught about online financial risks and learn about crypto-currency, online scams and financial fraud. In the sixth form, pupils run an economics club which covers topics such as taxation, exchange rates and inflation.
45. Leaders provide an appropriate careers curriculum overall. External speakers visit the school to inform pupils about their jobs and career experiences. Pupils in Year 9 receive clear guidance relating to their GCSE options. Senior pupils attend work experience opportunities within the school's enrichment curriculum. Pupils in the sixth form learn about university and apprenticeship courses, and gap year placements. However, the careers programme for pupils in Years 7 and 8 is underdeveloped. These pupils are provided with limited careers guidance in PSHE lessons and their attendance at the programme of careers talks is optional. As a result, pupils in Years 7 and 8 do not always fully engage with the school's careers provision, which means that they do not receive suitably thorough information about future career pathways.
46. The school prepares pupils for future experiences and the next stage of their education effectively. Children in Reception visit their new classrooms so that they are able to approach the transition to Year 1 confidently. Leaders invite pupils in Year 11 to participate in an A-level taster day to experience what it is like to be a sixth-form pupil. Senior pupils receive guidance on how to prepare for and approach academic interviews. Pupils participate in a cycling safety scheme which prepares them to cycle on public roads responsibly. Pupils in Year 8 take part in a citizen award run by the local authority. This supports their understanding of contemporary social issues within the local community.
47. In the early years, leaders model kindness, courtesy and helpfulness so that children understand how to interact with others in an inclusive and supportive manner. Children speak with adults confidently and listen carefully to others during class discussions. They work collaboratively, such as when designing and building a bridge for the goats to cross when re-enacting the story of *The Three Billy Goats Gruff*. Children help their teachers clear away resources after activities and move calmly from one lesson to the next. They routinely demonstrate cheerfulness and courtesy towards their teachers and to each other, such as when they chat together during lunchtimes. Children understand and demonstrate kindness and respect. They approach social situations confidently.

48. The curriculum provides a range of appropriate initiatives for pupils to learn about law and order, moral responsibility and British institutions. Pupils understand the school's values. They explore the democratic principle of the use of rules and laws to promote a well-ordered society, for example, by enacting a mock trial. A barrister also visits the school to speak about the British judiciary system. Pupils in the prep school participate in a 'prep Parliament'. They meet their local MP, who helps them to understand the role of government and of those who work there. The school invites politicians from different parties and business leaders to visit. They meet with senior pupils to answer their questions about current issues. Children in the early years are visited by the local fire service and police and learn about the work the services do to keep local communities safe.
49. The school provides pupils with well-planned opportunities to hold positions of responsibility. Senior pupils are appointed to serve as prefects and represent the school at events such as open days. House captains help staff to organise events such as house competitions and sports day. Pupils in the sixth form act as peer mentors, providing academic and pastoral support to younger pupils. Prefects are elected to lead school committees and to organise a range of events. The EDI committee, for example, plans an annual culture day, and the green committee works with leaders to enhance environmental initiatives such as installing bird boxes around the school site. Pupils in Year 6 serve as prep-school prefects and support teachers, including helping with assembly preparations. The comprehensive range of leadership positions helps pupils to develop leadership skills, responsibility and self-esteem.
50. Pupils develop a secure understanding of social responsibility and learn that it is kind and inclusive to provide support and service to others. They participate in The Duke of Edinburgh's Award scheme (DofE), volunteering to work in local charity shops and to listen to readers in nearby primary schools. The school maintains a close relationship with a local charity, raising funds to support their work with people who have been affected by bereavement. Pupils donate gifts to a charity that provides help to families who are affected by poverty. They visit the charity to help wrap presents and toys for children at Christmas. The charity committee organises a range of events, including talent shows, non-uniform days and bake sales, to raise funds for different charities.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

- 51. All the relevant Standards are met.**

Safeguarding

52. Leaders and staff work together closely to promote and maintain a robust safeguarding culture. The safeguarding policy is written clearly, implemented effectively and reflects current statutory guidance. Governors provide thorough and regular oversight of the school's safeguarding arrangements, including through scrutiny of the single central record of staff appointments (SCR) and meeting with the safeguarding team.
53. Staff receive effective safeguarding training, including at induction. Training includes updates on the 'Prevent' duty to ensure that staff are vigilant to the dangers of extremism and radicalisation. Staff have a secure understanding of low-level concerns. Consequently, they know how to respond to and report any safeguarding allegations relating to adults who work at the school. Staff are trained to recognise and report any potential incidents of child-on-child abuse. Leaders and staff meet regularly to share and discuss any safeguarding concerns so that pupils' wellbeing continues to be supported effectively and consistently, in line with requirements.
54. Leaders with responsibility for safeguarding are trained appropriately for their role. The safeguarding team meet every week so that the decisions they take are discussed and considered carefully. They build constructive and positive links with local safeguarding partners, referring safeguarding concerns to them when necessary. Leaders keep detailed safeguarding records in accordance with current statutory guidance.
55. Leaders in the early years understand and adhere to the specific safeguarding requirements relating to working with young children. The entrance to the early years premises, for example, is secure, and staff lock digital devices away during the school day.
56. Leaders provide pupils with a range of suitable systems to request help. Pupils know that it is important to seek support about any worries they may have. They understand what to do if they are concerned. Younger pupils, for example, have 'worry boxes', which are checked regularly by their teachers. Pupils are informed about the safeguarding and pastoral support teams available to help them. Staff respond quickly and compassionately to any concerns raised by pupils so that their emotional wellbeing is supported effectively.
57. Pupils are taught to take responsible decisions when online. Leaders use well-planned PSHE and computing lessons and assemblies to teach pupils about how to be digitally responsible. Younger pupils, for example, learn about changing passwords regularly and not engaging online with people they do not know. Older pupils explore the dangers of misinformation and learn about the importance of establishing and maintaining a respectful and inclusive digital footprint. Leaders implement a robust internet filtering and monitoring system. Any alerts are quickly investigated and recorded by senior staff.
58. Leaders systematically carry out all required safer recruitment checks on adults before they begin working at the school. These checks are accurately recorded on the suitable SCR. Relevant staff receive specific training so that the school's recruitment procedures are managed effectively and competently.

The extent to which the school meets Standards relating to safeguarding

59. All the relevant Standards are met.

School details

School	Edgbaston High School for Girls
Department for Education number	330/6003
Registered charity number	504011
Address	Edgbaston High School for Girls Westbourne Road Edgbaston Birmingham B15 3TS
Phone number	0121 454 5831
Email address	enquiries@edgbastonhigh.co.uk
Website	www.edgbastonhigh.co.uk
Proprietor	Edgbaston High School for Girls
Chair	Mr Martin Chitty
Headteacher	Mrs Clare Macro
Age range	2 to 19
Number of pupils	797
Date of previous inspection	7 to 9 March 2023

Information about the school

60. Edgbaston High School for Girls is an independent day school for female pupils situated in Birmingham. The school is a registered charity which is administered and overseen by a governing body. The school comprises: a prep school, which includes a pre-prep department, for pupils aged 2 to 11; and a senior school, for pupils aged 11 to 18.
61. There are 27 children in Nursery, arranged into three classes, and 31 children in Reception, arranged into two classes.
62. The school has identified 115 pupils as having special educational needs and/or disabilities. A small proportion of pupils in the school have an education, health and care plan.
63. The school has identified a very small number of pupils who speak English as an additional language.
64. The school states its aims are to nurture confident, independent, considerate and intellectually curious young women in an environment where physical and mental health is prioritised. It seeks to recognise and encourage each pupil individually to develop their abilities and talents. The school aspires to be innovative and forward-thinking, and to prepare its pupils to be respectful and compassionate. It endeavours that each pupil leaves the school with the academic qualifications, core values and social skills to make a successful and positive contribution to an ever-changing world.

Inspection details

Inspection dates

13 to 15 January 2026

65. A team of seven inspectors visited the school for two and a half days.

66. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- health and safety tour and scrutiny of related information
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

67. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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For more information, please visit isi.net